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ABSTRACT

This annotated bibliography consists of a compilation of abstracts from document resumes in Research in Education and provides up-to-date materials for use in the NAESP/NASSP Right to Read: Administrator Leadership Clinics. These clinics are designed to improve the skills of elementary and secondary school principals as instructional leaders. Entries are arranged alphabetically by author and indexed. (Author)

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An ERIC Abstract

A Collection of ERIC Document Resumes on

# INSERVICE EDUCATION FOR ADMINISTRATORS

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## PREFACE

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Journal articles are announced in Current Index to Journals in Education. CIJE is also available in many libraries and can be ordered for $44 a year from Macmillan Information, 866 Third Avenue, Room 1126, New York, New York 10022. Annual and semiannual cumulations can be ordered separately.

Besides processing documents and journal articles, the Clearinghouse has another major function—information analysis and synthesis. The Clearinghouse prepares bibliographies, literature reviews, state-of-the-knowledge papers, and other interpretive research studies on topics in its educational area.

This abstract is the result of a cooperative arrangement between the Clearinghouse and the National Association of Elementary School Principals and the National Association of Secondary School Principals. The Clearinghouse compiled the abstract from document resumes in Research in Education to present an up-to-date collection of ERIC materials on inservice education for school administrators. The materials are to be used in the NAESP-NASSP jointly sponsored Right to Read: Administrator Leadership Clinics, designed to improve the skills of elementary and secondary school principals as instructional leaders.

Philip K. Piele
Director, ERIC Clearinghouse
on Educational Management

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the National Association of Elementary School Principals and the National Association of Secondary School Principals for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of the National Association of Elementary School Principals, the National Association of Secondary School Principals, or the National Institute of Education.

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## INTRODUCTION

Since the beginning of ERIC in 1966, more than sixty thousand documents have been announced in ERIC's monthly catalog, Research in Education (RIE). Of the total, more than five thousand documents have been processed by this Clearinghouse. This growing collection is so extensive that it is useful to compile lists of ERIC documents on certain critical topics in educational management.

To compile such a list, the RIE subject indexes are searched, using key terms that define the topic. Documents are selected on the basis of currency, significance, and relevance to the topic.

This compilation on inservice education for administrators was produced at the request of the National Association of Elementary School Principals and the National Association of Secondary School Principals. Index terms used are ADMINISTRATOR EDUCATION, INSERVICE COURSES, INSERVICE EDUCATION, and INSERVICE PROGRAMS. The documents concern, for the most part, existing inservice programs, including models, research reports, and bibliographic information. The listing is complete for all issues of RIE through November 1973 and includes documents processed by this and other clearinghouses.

Based on the document resumes in RIE, the following information is presented for each document: personal or institutional author, title, place of publication, publisher, publication date, number of pages, ERIC Document (ED) number, price of the document if it is available from the ERIC Document Reproduction Service, alternate availability, and the abstract. The documents are listed alphabetically by author and are numbered.

A subject index, beginning on page 11, refers to the document listing number. The subject terms, arranged in alphabetical order, are identical to those contained in the subject index of RIE.

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1. American Association of School Administrators. ERIC Abstracts: A Collection of ERIC Document Resumes on Inservice Education for Staff and Administrators. ERIC Abstracts Series, Number 11. Washington, D.C.: 1970. 42 pages. ED 044 830 MF $0.65 HC $3.29.

   ERIC abstracts on inservice education for educational staff and administrators are presented in this annotated bibliography. The documents cited were announced in Research in Education through October 1970. Key terms used in compiling the collection are Inservice Courses, Inservice Education, Inservice Programs, and Inservice Teacher Education. The following information is included for each document: author, title, place of publication, publisher, publication date, number of pages, ERIC document (ED) number, price, availability, and the abstract. A subject index is cross-referenced with the document listing.

2. Bergen, J. J. The Alberta Leadership Course for School Principals--A History and an Evaluation. Edmonton: Department of Educational Administration, University of Alberta, 1972. 97 pages. ED 065 920 MF $0.65 HC $3.29. (Also available from Department of Educational Administration, University of Alberta, Edmonton 7, Alberta, Canada. $2.00.)

   The Alberta Leadership Course for School Principals was initiated to improve the quality of leadership in the schools, thereby improving educational opportunities for provincial students. This report examines the need for inservice leadership education, details the history and development of the course, discusses the value of the course to participants and school systems, and comments on the strengths and weaknesses of the purposes, organization, and activities of the course.

3. Carlson, Thorsten R. Current Administrative Problems in Reading. Highlights of the 1967 Pre-Convention Institutes. Newark, Delaware: International Reading Association, 1968. 38 pages. ED 027 159 Document not available from EDRS.

   Five papers concerning administrative problems in reading discuss administrative innovation, reading research, inservice education, and program funding. Learning resource centers, administrative recognition of teaching success, and inclass research are included among eight recommendations for inservice education. Teacher-principal team enrollment in college reading courses will also provide inservice opportunities to develop and implement improved reading programs.

4. CFK, Ltd. Individualized Continuing Education for School Administrators—One Approach. An Occasional Paper. Denver: 1970. 16 pages. ED 053 440 MF $0.65 HC $3.29. (Also available from Nueva Day School and Learning Center, 6565 Skyline Boulevard, Hillsborough, California 94010. $1.15.)

   This paper explains to school districts a methodology for establishing and operating an individualized continuing education (ICE) program for their administrators. The report includes the rationale for the ICE program, several program descriptions, a list of characteristics that identify and distinguish these programs, sample budgets, definitions of participant roles, a description of procedures for launching such a program, a bibliography, and sources of assistance.

5. Curtis, William H., and others. The Further Development of the Conceptual Model and Operational Dimensions of the AASA National Academy for School Executives. Final Report. Washington, D.C.: National Academy for School Executives, American Association of School Administrators, 1972. 233 pages. ED 064 809 MF $0.65 HC $9.87.

   This project was intended to develop a blueprint for future growth of the American Association of School Administrators' National Academy for School Executives. The resulting comprehensive model includes three major processes: program planning and development, implementation, and evaluation. Each process comprises a series of activities that may serve as guidelines for further program development, implementation, and assessment. The program planning and development process includes activities indigenous to basic planning—for example, needs assessment, resource identification, goal preparation, program priority determination, and the ultimate selection of programs. The implementation process relates primarily to the management and operation of programs and services. Facilities planning and development are included in the implementation process. The evaluation process comprises evaluation and revision of Academy programs.

6. Dougharty, Lawrence, and Haggart, Sue. An Information System for Educational Management, Vol. 6: An In-Service Training Program. Santa Monica, California: The Rand Corporation, 1971. 23 pages. ED 068 117 MF $0.65 HC not available from EDRS. (Available as R-935-LACS from Publications Department, The Rand Corporation, 1700 Main Street, Santa Monica, California 90406. $2.00.)

   The information system for the Los Angeles City School District

was designed to provide relevant information in a readily available and concise manner. Equally important to the effectiveness of the information system, however, is the ability of the decision-maker to use the information. This report describes an inservice training program to ensure the decision-maker the tools necessary for processing productively the information generated by the system. Course content of the program covers basic concepts and tools for information utilization and emphasizes an orientation to the system in terms of inputs and outputs. The authors suggest a format for conducting the inservice training program. The format includes time period of instruction, method, materials, and nature of participants and staff.

7. Drachler, Norman. "How Can a School District Launch a Meaningful Training Program for Its Administrative Staff?" Paper presented at American Association of School Administrators annual convention, Atlantic City, February 1973. 5 pages. ED 077 096 MF $0.65 HC $3.29.

   Contemporary social changes demand a new role for the educational administrator, yet responses to a recent poll of 50 large cities indicate that most school districts still depend on traditional university training for their administrators. Of the 34 cities that replied, only one school district showed signs of an ongoing program for administrative trainees. The development of an inservice training program for administrators should begin with the assumption that it is essential to direct administrators into new channels of endeavor through training and retraining of personnel. Retraining should be mandatory for all administrators in the field, and training for potential candidates in administration should be provided on a selective basis. Any program should include such issues as management by objectives, attitudes of teachers and administrators, paraprofessional training, developing performance objectives, school-community planning, and the use of technology.

8. Ellena, William J., and Redfern, George B. Illinois Resident Program for Educational Leadership. 1970. 90 pages. ED 044 825 MF $0.65 HC $3.29.

   An inservice program for 20 practicing administrators holding degrees in school administration was conducted at the University of Illinois during the 1969-1970 academic year. Program objectives were (1) to provide administrators with an opportunity to strengthen and develop conceptual bases and to improve their administrative performance, (2) to develop and utilize programs and resources within the university, (3) to provide an opportunity for

the university community to interact with practicing administrators, and (4) to apply systematically the concepts and theories of administration to real problems. Results of a questionnaire indicated that participants considered the program highly successful in fulfilling their expectations and enabling them to function more effectively. Copies of evaluation questionnaires are appended.

9. Farquhar, Robin H., and Piele, Philip K. Preparing Educational Leaders: A Review of Recent Literature. ERIC/CEM-UCEA Series on Administrator Preparation. ERIC/CEM State-of-the-Knowledge Series, Number Fourteen. UCEA Monograph Series, Number One. Eugene: ERIC Clearinghouse on Educational Management, University of Oregon, 1972. 71 pages. ED 069 014 MF $0.65 HC $3.29. (Also available from University Council for Educational Administration, 29 West Woodruff Avenue, Columbus, Ohio 43210. $2.00, quantity discount.)

   In this monograph, the authors provide a general overview of recent literature on administrator preparation programs. Ten chapters parallel the major interrelated components of an administrator preparation program: program content, program structure, recruitment and selection, instructional approaches, field-related experiences, student research, graduation requirements, program evaluation and development, departmental functions and staffing, and inservice programs. The survey is limited largely to recently published books and journals that treat as their prime topic the preparation of administrators in education. An extensive bibliography is included.

10. Filep, Robert T., and others. A New Model for Inservice Training: A Report of a Survey of Thirteen Counties in Northern California. El Segundo, California: Institute for Educational Development, 1971. 114 pages. ED 053 101 MF $0.65 HC $6.58.

   This study evolved a new model for inservice training of teachers and administrators in rural and urban areas of California. Initially, 1,600 individuals were surveyed regarding their inservice activities. The data were then evaluated using Filep's intersect theory of assessment, which employs an analysis of consensus and disagreement overlap. Using the data, and with the assistance of a task force representing the 13 participating counties, the authors constructed a model for inservice training. The model involves establishing a "people network" of individuals responsible for inservice programs at all levels; a communication and utilization system to unite these individuals; a means for developing, conducting, and evaluating inservice programs; and a basic plan or schedule that provides for

inservice activities and their sequencing. Two versions of the model have been developed, the first including a school year plus a summer program and the second limited to the academic year. The report suggests methods for local school district financing of initial phases of the model, but shared resources at local, county, and state levels would be necessary for wide-scale, effective implementation. The model could facilitate research, development, application, and evaluation of new state curricula frameworks in any subject area.

11. Frasure, Kenneth. Perspectives Concerning In-Service Education for Educational Administrators. Albany: Council for Administrative Leadership, 1966. 18 pages. ED 026 715 MF $0.65 HC $3.29.

The usefulness of inservice opportunities for school administrators has sometimes been perceived differently by professors and superintendents. To explore whether these differing perceptions might be related to such things as years of service, metropolitan or non-metropolitan location, and professional participation in a superintendent preparation program, a list of 20 ways for universities to serve practicing school superintendents was mailed to 140 professors of administration and 140 superintendents in New York State. The order of preference for the 20 items was recorded, as were differences in perception resulting from the items. Professors and administrators agreed in general on the ranking of the items, but the results tended to confirm the hypothesis that perceptions differ among individuals and groups as they view a process from different environmental positions. More experienced professors and superintendents tended to agree more fully than did their counterparts with less experience. Younger professors, those from schools offering a superintendency program, and those from urban areas placed more emphasis on administrative theory than did other participants. Further study is needed to determine reasons for the discrepancies in points of view.

12. Gale, Larrie, and McCleary, Lloyd E. Competencies of the Secondary School Principal: A Need Assessment Study. [1972]. 8 pages. ED 077 137 MF $0.65 HC $3.29.

A major movement is underway to reorder preservice and inservice preparation, certification requirements, and on-the-job performance of public school administrators in terms of specific competencies. The movement stems from the recognized need for more precision in training programs and more valid assessment procedures for measuring the performance of administrative officers. The intent of the study reported here was to develop procedures to identify

and validate statements of competence that could then be used to satisfy the need for data-based planning of preservice and inservice educational programs. These same validated statements of competence could also be used as criteria for personnel selection or for advancement and merit considerations. This procedure may thus be used to produce data for determining which competencies ought to be acquired in a preservice educational program to prepare principals or in inservice programs to improve the quality of the principalship.

13. Gaskell, William G. The Development of a Leadership Training Process for Principals. Final Report. Ellensburg: Central Washington State College, 1973. 59 pages. ED 074 615 MF $0.65 HC $3.29.

Ten elementary and secondary school principals worked with the project director and consultants to select and develop instruments, procedures, and experiences to help principals become more effective in their leadership roles. On the basis of the five general workshops and the field trials, the project staff developed a package of instruments and procedures they believed to be of significant value to all school principals and administrators. This document describes the development of the package and evaluates the success of the project. Topics considered in the package include leading effective meetings, communicating with others, organizational style, establishing objectives, time stewardship, and problem-solving using force field analysis. The learning package for principals is included in the appendix.

14. Hughes, Larry W., and Achilles, Charles M. The Paired Administrator Team Concept: A Promising Administrator Training Model. [1971]. 8 pages. ED 057 480 MF $0.65 HC $3.29.

This report describes an extern-intern administrator training model in which a district-selected trainee and a practicing school administrator work closely with the university and the local school system. In this system, a trainee enters a planned administrator training program at an approved institution of higher education. The institution then tailors a joint program to include both the trainee and the practicing administrator. The projected program includes a summer session on campus for both trainee and administrator, a full-time fall quarter for the trainee, a winter quarter for the administrator while the trainee fills in for him at the school, and an elective summer session for one or both.

15. Knezevich, Stephen J. The Development and Testing of a Model for a Nationally Based Vehicle Dedicated to the Continuing Professional

Growth of School Administrators. Final Report. Washington, D.C.: American Association of School Administrators, 1969. 137 pages. ED 030 194 MF $0.65 HC $6.58.

The primary objectives of this study were to develop a model for a National Academy for School Executives (NASE), to determine the receptivity of school administrators to such a program, and to determine the feasibility of implementing the model within the near future. Four academic task forces studied the structural elements, fiscal requirements, program characteristics, and feasibility of the model. Curriculum writing consultants specified program content, methods, and staff. An opinionnaire was circulated to test administrators' attitudes toward the model. Three presession programs were conducted to test the reactions of administrators to program content, staff, methods, sites and facilities, fees, and amounts of time involved. The study concludes that school administrators showed considerable interest in the model; that NASE should offer programs at several levels, including short-term clinics and seminars and longer residential sessions; that it is fiscally feasible to launch the short-term seminars and clinics, but more development is necessary on the other levels; that the probability of administrator attendance at short-term programs is primarily related to program content, length of the program, and fees; and that NASE should be sponsored and implemented by the American Association of School Administrators.

16. Knezevich, Stephen J., editor. Preparation for the American School Superintendency. Washington, D.C.: Commission on the Preparation of Professional School Administrators, National Education Association, 1972. 93 pages. ED 064 780 MF $0.65 HC not available from EDRS. (Available from American Association of School Administrators, 1201 Sixteenth Street NW, Washington, D.C. 20036. $5.00, quantity discount.)

    This study of administrator preparation covers the period 1969-1970 and builds on previous American Association of School Administrators studies from 1962-1963. Data were gathered from questionnaires completed and returned by 250 of the 288 institutions surveyed. The report provides information on the history of administrator preparation studies, institutions with graduate preparation programs for the school superintendency, preservice and inservice programs, graduate programs, graduate enrollments, and faculty. Numerous tables illustrate the findings.

17. Lavin, Richard J., and Schuttenberg, Ernest M. An Innovative Approach to Public School Staff Development. A Collaborative Mode.

Chelmsford, Massachusetts: Merrimack Education Center, 1972. 30 pages. ED 069 602 MF $0.65 HC $3.29.

The authors describe the planning and implementation of a staff development program for teachers and administrators in the 22 school systems served by the Merrimack Education Center. The program provides inservice learning experiences for educational practitioners. Information concerning program development includes the historical background of the program, the inservice commission, needs assessment, collaboration with local colleges, an evaluation model, and possible program directions for the future. The paper also includes appendixes with related program material and a 14-item bibliography.

18. Lutz, Frank W., and Ferrante, Reynolds. Emergent Practices in the Continuing Education of School Administrators. ERIC/CEM-UCEA Series on Administrator Preparation. ERIC/CEM State-of-the Knowledge Series, Number Sixteen. UCEA Monograph Series, Number Three. Eugene: ERIC Clearinghouse on Educational Management, University of Oregon, 1972. 55 pages. ED 069 015 MF $0.65 HC $3.29. (Also available from University Council for Educational Administration, 29 West Woodruff Avenue, Columbus, Ohio 43210. $2.00, quantity discount.)

In this monograph, the authors describe the shortcomings of traditional approaches to the continuing education of administrators and examine the extent to which innovations in present practices are being attempted. The authors note that continuing education of administrators cannot yet be described as in the beginning stages of a science and that truly innovative programs are lacking in current practice. The authors then propose a comprehensive process for planning, implementing, and evaluating programs for the continuing education of administrators. They argue that a planned, systematic, and continuous administrator education program is basic to the solution of the critical problems facing education. A bibliography is included.

19. Lynch, Patrick D., and Blackstone, Peggy L., editors. Institutional Roles for In-Service Education of School Administrators. Papers presented at University Council for Educational Administration seminar, Albuquerque, New Mexico, April 1966. Albuquerque: Department of Educational Administration and Foundations, University of New Mexico. 146 pages. ED 027 597 MF $0.65 HC $6.58.

Papers composing this report include "In-Service Education of

School Administrators: Background, Present Status, and Problems" by Robert B. Howsam; "Notes on Institutional Relationships in the In-Service Education of the Professional Administrator" by Keith Goldhammer; "Inter-Institutional Model for In-Service Training and Changes in School Systems" by Patrick D. Lynch; "Continuing Medical Education" by Reginald Fitz; "The Development and Implementation of a Residence Executive Development Training Program" by Simon Herman; "Models for Change in School Systems: Reinforcement" by Robert J. Berger; "In-Service Training of Industrial Management" by Robert Utter; and "Psychological Processes in Influencing Change" by Stanley W. Caplan.

20. Musella, Donald F., and Joyce, H. Donald. Conducting In-Basket Simulation. A Handbook for Workshop Leaders. Toronto: Ontario Institute for Studies in Education, 1973. 82 pages. ED 078 536 Document not available from EDRS. (Available from Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada. $3.00.)

This leader's handbook accompanies a series of booklets designed to simulate the problems that teachers, supervisors, administrators, and board officials at various levels of a typical education system might encounter in real life. Presented in the form of in-basket items—letters, memos, phone messages, and so forth—the simulation exercises require some action on the part of the person in the simulated position. The purpose of the handbook is to assist workshop leaders conducting in-basket simulation exercises for practicing and aspiring supervisors and administrators in the field of education. A number of methods currently in use are outlined and their applications illustrated with sample items taken from the simulation exercises in the series. There are three ways of approaching the simulation exercises: the group process, which focuses on practices related to group activity; the content approach, concerned mainly with problem-solving and decision-making; and the theory/practice approach, which offers suggestions on the use of theory as a source of data relevant to problem-solving. An appendix includes three examples of typical workshops and an annotated bibliography on simulation learning.

21. Oklahoma State Department of Vocational and Technical Education. A Training Program for Vocational and Technical Education Administrators. Final Report (June 1, 1970-June 30, 1971). Stillwater, Oklahoma: 1971. 82 pages. ED 067 498 MF $0.65 HC $3.29.

To update and improve the skills and competencies of vocational and technical education administrators in Oklahoma, and to provide preservice education for aspiring administrators, an inservice

training program was conducted during the 1970-1971 academic year. The program included a four-week summer institute and university courses during the fall and spring semesters. An evaluation questionnaire revealed that program goals were generally accomplished and viewed favorably by participants, although program goals were not congruent with the participants' personal goals. Eight tables present various data on program evaluation. A wide range of resource materials is included.

22. Piele, Philip, compiler. Annotated Bibliography on Educational Administrator Preparation Programs. Eugene: ERIC Clearinghouse on Educational Administration, University of Oregon, 1968. 9 pages. ED 023 198 MF $0.65 HC $3.29.

    This annotated bibliography is a collection of the more significant literature describing or proposing programs for the inservice or preservice preparation of educational administrators of public and private educational organizations at the elementary, secondary, and higher education levels. The 36 documents included deal with such topics as the influence of the social sciences and the humanities on the preparation of educational administrators, the writing of case study materials, and the use of simulation.

23. Wynn, Richard. "Preparation Programs and Professional Development for School Administrators—AASA Committee for the Advancement of School Administration." Paper presented at American Association of School Administrators annual convention, San Francisco, March 1973. 7 pages. ED 078 496 MF $0.65 HC $3.29.

    The author sketches some of the characteristics and trends in programs for the preparation and continuing education of educational administrators. He claims that one of the most pervasive changes in the last decade or two has been toward theory-based content drawn from the social and behavioral sciences. The author sees three paradoxes in current programs. The first paradox centers on the anomaly of progress without gain, or the possession of more knowledge without a corresponding reduction in the level of ignorance. The second paradox concerns the need to reconcile the new technology of management systems with the call for more humanistic education. The third paradox reflects the confidence crisis in leadership, which centers around the growing number of administrators lacking the confidence to lead.

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